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ABSTRACT

In 1991, a study was conducted to examine historical trends in educational results for both the Associate in Science (A.S.) and the Associate in Arts (A.A.) degree programs at Miami-Dade Community College (M-DCC). The results were measured primarily by job placement rates for A.S. graduates and by continuing education status of A.A. graduates. The overall placement rate for the 1989-90 A.S. graduates was 94.5%, a slight drop from the previous year of 96.8%. When compared with the 1987-88 A.S. graduates, the job placement rates for all ethnic groups for the 1989-90 graduates dropped considerably, particularly for Black graduates, whose job placement rate dropped from 77% to 58%. Hispanic A.S. graduates, more than other ethnic groups, tended to continue their education (34%). Data indicated that 34% of former A.S. students were in jobs related to their educational studies. Findings for A.A. graduates included the following: (1) there were 24,047 A.A. students who met the criteria for program enrollment, with the largest of the 69 A.A. programs being business administration, elementary education, and psychology; (2) the pre-bachelor of arts degree program contained 10% of the A.A. students who met the program enrollee definition; (3) for any given year, approximately 49% of A.A. graduates continued their education at a state university within 1 year of graduation, and about 80% of A.A. graduates eventually attended either a public or private university; and (4) 33% of A.A. students who did not re-enroll at M-DCC for two semesters were continuing their education elsewhere in the state. Appendixes provide information on the program review process and the methodology and related issues regarding placement data collection. (JMC)

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PROGRAM REVIEW: AN EIGHT-YEAR SUMMARY OF ASSOCIATE DEGREE OUTCOMES

Research Report No. 91-15R

December 1991

Institutional Research

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Miami-Dade Community College

PROGRAM REVIEW:
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Research Report No. 91-15R

December 1991

Anne Baldwin
Research Associate

Miami-Dade Community College

OFFICE OF INSTITUTIONAL RESEARCH

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Miami-Dade Community College

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Highlights of the Report

The purpose of the report is to examine historical trends of educational results for both the Associate in Science (A.S.) and the Associate in Arts (A.A.) degree programs. The results are measured primarily by job placement rates for A.S. graduates and by continuing education status of A.A. graduates. Data presented anticipate review data needed by program managers for all programs and for periodic reviews on the State level.

Findings for Associate in Science Graduates

- The overall placement rate (related employment and continuing education) for the 1989-90 A.S. graduates was 94.5%, a slight drop from the previous year of 96.8%.

- In the six years that the 70% placement success criterion was applied by the State of Florida, the aggregated A.S. placement rate has ranged from 74% to 96%.

- An historic high (n=246 or 33%) was reached for the 1989-1990 A.S. graduates who were continuing their education; the most notable programs for continuing education were:

Fashion Marketing Management - Number of students	4 or 100%
Financial Services	3 or 75%
Computer Information Systems Analysis	24 or 69%
Dietetic Technician-Nutrition Care	3 or 60%
Child Development and Education	22 or 59%
Electronics Technology	24 or 57%
Vision Care/Opticianry	13 or 54%
Business Administration and Management	14 or 50%
Interpreter Training for Hearing Impaired	2 or 50%
Land Surveying	1 or 50%
Radio-Broadcasting Technology	5 or 50%
Travel and Tourism Management	10 or 50%
Professional Piloting Technician	16 or 47%
Medical Record Technology	5 or 45%
Interior Design Technology	8 or 44%
Legal Assistant Program	11 or 44%

- When compared with the 1987-88 A.S. graduates, the job placement rates for all ethnic groups for the 1989-90 graduates dropped considerably. The decrease was particularly steep for Black graduates (from 77% to 58%). Conversely, more of these graduates were continuing education (25%) or in an unknown status (11%).

- Hispanic A.S. graduates, more than other ethnic groups, tend to continue their education (34%).

- Leavers data (program enrollees who do not re-enroll for two major semesters) indicate that 34% of former A.S. students were in jobs related to their educational studies.

- In three programs - Fire Science Technology, Medical Records Technology, and Office Systems Technology - leavers met the 70% success criterion expected of completers.

Findings for Associate in Arts Graduates

- There were 24,047 A.A. students who met the criteria for program enrollment (24 College credits earned excluding College Preparatory or ESL courses).

- The largest of the 69 A.A. programs (excluding Pre-Bachelor of Arts) follow:

	Enrollment	Percent of A.A.	Completions
Business Administration	5,748	24.0	1,089
Elementary Education	2,305	9.6	485
Psychology	1,026	4.2	241
Computer Science	782	3.2	88
Electrical Engineering	759	3.1	117

- The Pre-Bachelor of Arts degree program had 3,827, or 10%, of the A.A. students who met the program enrollee definition.

- There were eleven A.A. programs with fewer than 20 students College-wide.

- For any given year, approximately 49% of A.A. graduates continue their education at a State university within one year of graduation; about 80% of Associate in Arts graduates attend either a public or private university eventually.

- All A.A. programs are offered on the North and South campuses. Wolfson Campus has all A.A. programs but three - Communications/Journalism, Home Economics, and Travel & Tourist Management.

- Homestead Campus has all A.A. programs but one, Travel and Tourist Management.

- 33% of A.A. students who did not reenroll at M-DCC for two major semesters (leavers) were continuing their education elsewhere in the State. Those who transferred to in-state private universities or out-of-state universities are not tracked by the State system.

Program Review: An Eight-Year Summary of Associate Degree Outcome 1983-84 Through 1990-91

Introduction

The purpose of this report is to examine associate degree program outcomes for the past eight years and to update Associate in Science (A.S.) degree programs. Each vocational program is mandated by the State of Florida Department of Education to attain a minimum 70% placement criteria for graduates. This student follow-up is a vital part of the State's program review process. State criteria for a positive placement of a graduate include: finding a job related to educational training, continuing postsecondary education, or being in military service.

Program enrollment data are also presented in this report. To be considered a program enrollee for A.S. programs, a student must have accumulated 15 college credits excluding college preparatory or ESL courses; for Associate in Arts (A.A.) programs, a minimum of 24 credits are required with the same exclusions. Program enrollments in this report are thus not based solely on student declarations, but rather on these declarations qualified by the cumulative credits earned.

For the first time, Leavers data are presented in this report. Leavers are those students who were program enrollees one report year but did not rematriculate at the College after two major semesters.

Also for the first time, the program review report presents Associate in Arts placement data. These data are summarized College-Wide on the individual program level. Campus data on enrollments and Completers are also presented. Although the State conducts reviews for the A.A. program as a whole, a cyclical plan is followed such that specific programs are only reviewed, in-depth, situationally. This report provides internal monitoring of program outcomes and anticipates State review of programs on the local level. Detailed methodology used in securing tracking data can be found in Appendix A. A

description for each of three phases of the State of Florida Program Review Process is found in Appendix B.

Associate in Science Programs

Tables 1-10 deal with Associate in Science degree data. Table 1 gives the summary of enrollments, completions (graduates), and placements for the Associate in Science degree for the past eight years. The Completers pool is the graduation total excluding non-resident aliens (visa students). Community colleges were freed from the obligation of tracking non-resident aliens when the State recognized that it was difficult to locate these students on follow-up. The number placed combines those in related employment and those who are continuing their education. Planned Certificate program data are included through 1988-89.

The drop of A.S. enrollments in 1985-86 resulted from the College's program consolidation and program retirement efforts, particularly for Planned Certificate programs. The next few years show a rise in enrollments due to the creation of two programs, Nursing Education Enhancement and Health Care Management. Were these programs not added, enrollment data would have remained relatively flat.

The consistent rise in percent of graduates placed can be attributed to increased tracking mechanisms and effort expended by the State, the Miami-Dade research office, and the campus occupational program managers. Since accountability measures were implemented, two subgroups have been exempted--non-resident aliens and those Completers who could not be located in spite of conscientious effort. These modifications raised the placement rates. For the last two years, placement rates were over 90%.

The 1989-90 graduates whose placement status was unknown were eliminated from the Completers pool, thus producing the apparent drop in Completers shown for that year. The number of A.S. graduates was 886 in 1989-90, although the pool shows 792. The 94 persons who could not be found were omitted from the pool. The 1990-91 pool will be reduced by a similar amount after follow-up in 1992.

Program Placement Rates

Table 2 shows the placement rate of Completers in the Associate in Science degree programs for 1985-86 through 1990-91. The table groups programs by those which achieved a 70% placement rate as opposed to those which did not attain that rate. The number of A.S. programs has decreased 32% since 1984-85 from 66 to 45 in 1989-90. This decrease was intended to strengthen existing programs through program retirement and consolidation. In the six years that the success criteria were applied, placement rates increased from 74% to 95%. The pool itself and the number placed have increased through 1988-89. Programs below criteria, including programs with zero graduates (and therefore zero placements), were reduced from 35 programs in 1984-85 to six programs for the last two years. These six programs are the ones with no graduates. The State has not yet determined specific standards for zero-graduate programs. Figure 1 depicts the placement rates shown in Table 2 for 1983-84 through 1989-90.

The tracking of graduates occurs one year after graduation. Table 3 shows a five year expanse of data for A.S. programs still active in 1990-91. As noted, placement rates increased with increased expenditure of effort. Wide fluctuations in placement rates tend to occur for programs with few Completers, as the status of each Completer becomes heavily weighted. Over a period of five years, there were 20 programs with graduates numbering between zero and four. The totals on this table differ from those of Table 2 because programs that were not active in 1990-91 were deleted for past years. Recalculations due to deletions have not appreciably affected the aggregated placement rates for the latest years.

Table 4 displays the categories of placement for the 1989-1990 graduates tracked for each A.S. program in 1990-91. Because program titles have undergone considerable changes over the years, the Miami-Dade program code is shown to identify the original program. All programs having completions attained at least a 70% placement rate. Most programs attained extremely high rates of positive placements. An increasing proportion of A.S. graduates are continuing their education. In some fields, many graduates receive dual degrees. There were 246 (33%) A.S. graduates continuing their education. This is an

historic high. Programs with high absolute numbers or percent of graduates continuing their education are:

Business Administration and Management	14 or 50%
Computer Information Systems Analysis	24 or 69%
Child Development & Education	22 or 59%
Dietetic Technician-Nutrition Care	3 or 60%
Electronics Technology	24 or 57%
Fashion Marketing Management	4 or100%
Financial Services	3 or 75%
Interior Design Technology	8 or 44%
Interpreter Training for Hearing Impaired	2 or 50%
Land Surveying	1 or 50%
Legal Assistant Program	11 or 44%
Medical Record Technology	5 or 45%
Professional Piloting Technician	16 or 47%
Radio-Broadcasting Technology	5 or 50%
Travel and Tourism Management	10 or 50%
Vision Care/Opticianry	13 or 54%.

It is not clear at this junction what the factors are that cause A.S. graduates to forego employment and continue studying. Are these graduates unable to find related employment due to a recessionary market? Are they not able to obtain suitable unrelated employment? Are they transfers to a university in order to achieve a four-year degree in their field? Are they returning to Miami-Dade?

Excluding programs with zero Completers, in 1989-90 there were 14 programs with fewer than five Completers. These programs were Architectural Design and Construction, Building Construction Technology, Civil Engineering Technology - General, Computer Integrated Manufacturing, Court Reporting, Dental Technology, Electroencephalographic Technology, Fashion Marketing Management, Financial Services, Graphics Arts Technology,

Health Care Management, Hospitality Management, Interior Design Technology, and Land Surveying. (For programs offered on each campus, refer to Research Report No. 90-23R).

Ethnic Placement Rates

Table 5 shows the College-Wide placement rates for the 1987-1988 and 1989-1990 Associate in Science graduates by ethnic group. The three major ethnic groups are given. The ethnic groups of Asian/Pacific Islander and American Indian/Alaskan have been summarized under the "Other" category. Non-resident aliens (visa students) have been deleted from the placement pool. Those who could not be located (unknown status graduates) are included in this table to give more complete information for internal use. Note that when unknown status graduates are included, the placement rate drops to 85% in 1989-90 instead of the 95% of Table 2. The graduates of unknown status have increased by four percentage points over the comparison year.

When compared with the 1987-88 graduates, the overall placement rates for all ethnic groups for the 1989-90 graduates have dropped with a considerable decrease for Black graduates. Viewing the components of positive placements separately (related employment vs. continuing education) shows a dramatic decrease in graduates in related employment for all ethnic groups. The Black graduates were most sharply effected. The bleak economic circumstances of recent times have heavily impacted recent graduates.

Continuing education rates for 1989-90 graduates have increased by 11 percentage points over the comparison year (28% and 17% respectively) and may be a reflection of labor conditions. Figure 2 depicts the placement rates of 1989-90 A.S. graduates by ethnicity and campus. Figure 3 shows the employment rate of 1989-90 A.S. graduates by ethnicity and campus. Hispanic employment in related jobs appears low, but Hispanic A.S. graduates have generally, more than other ethnic groups, continued their studies subsequent to A.S. degree award. Data on campus placement rates for the ethnic groups (Tables 6-9) are left for the reader to examine.

Leaver Placement Rates

Table 10 gives Leavers data for A.S. degree programs. Recall that Leavers are those Miami-Dade students reported the previous year in State reports as program enrollments but who did not re-enroll at the College the next two major terms. Leavers follow-up information is obtained strictly from the State tape files (Florida Education and Training Placement Information Program); no surveys are conducted. For A.S. programs, there were 1,752 Leavers and one-third of the Leavers are either employed in a related field or are continuing their education. In three programs (Fire Science Technology, Medical Record Technology, Office System Technology), Leavers met the 70% success criterion used for program Completers. Thirteen programs had a 50% or higher placement rate. It cannot be determined from the data presently on hand whether those students who were successful placements stopped their college education because they obtained a related job, or whether they were already employed in the field in which they took classes, or whether they terminated their education and then found related employment.

Table 1

Summary of Enrollments, Completions, and Placements
Associate in Science Degree*
1983-84 Through 1990-91
Miami-Dade Community College

Report Year	Enrollment	Completers Pool**	Number Placed***	Percent Placed
1983-84	7,923	996	705	70.8
1984-85	7,045	951	687	72.2
1985-86	6,791	949	823	86.7
1986-87	7,092	958	774	80.8
1987-88	7,811	904	807	89.3
1988-89	7,817	902	873	96.8
1989-90	6,992	792 ****	749	94.5
1990-91	6,512	928	---	---

*Includes active Planned Certificate programs (1983-84/1988-89)
**Non-Resident Alien completers removed.
***Employed in related field or continuing education.
****Beginning 1989-90, Completers who were not located were removed from the pool.

Data Sources: AA-1C for years given.

Table 2

Associate in Science Placement Rates for Completers
1985-86 Through 1990-91
Miami-Dade Community College

Graduation Year	At or Above 70% Placement				Below 70 % Placement				Total			
	Number of Programs	Completers Pool	Number Placed	Percent Placed	Number of Programs	Completers Pool	Number Placed	Percent Placed*	Number of Programs	Completers Pool	Placement	
											Number	Percent
1984-85	31	717	567	79	35	217	124	57	66	934	691	74
1985-86	33	862	784	91	19	87	40	46	52	949	824	87
1986-87	35	816	689	84	16	124	85	69	51	940	774	82
1987-88	34	858	782	91	15	46	25	54	49	904	807	89
1988-89	40	902	873	97	6	0	0	0	46	902	873	97
1989-90	39	792	749	95	6	0	0	0	45	792	749	95

*Includes active Planned Certificate.

Figure 1

Placement Rates for A.S. Graduates

1983-84 Through 1989-90

Miami-Dade Community College

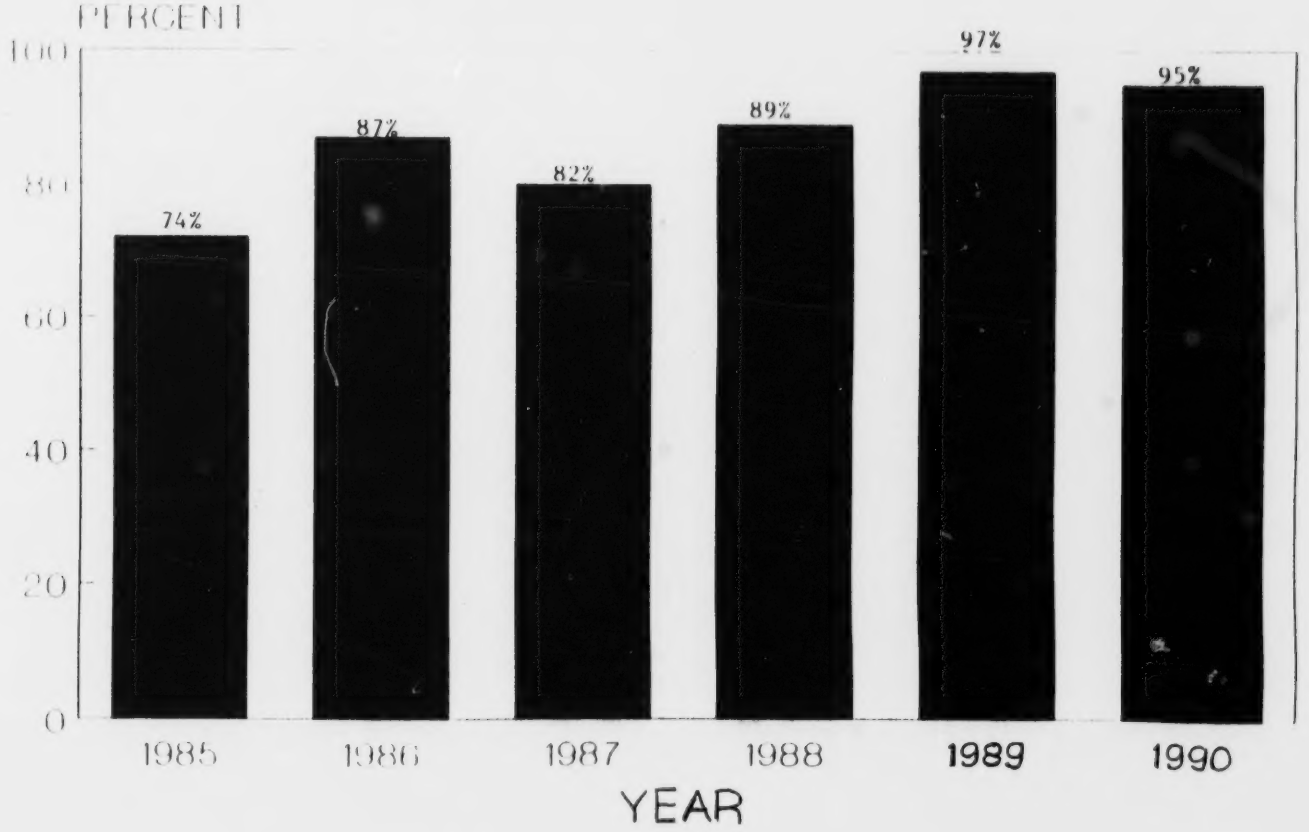

Table 3

Follow-up of Associate in Science Graduates
One Year After Graduation for Programs Active in 1990-91
1985-86 through 1990-91
Miami-Dade Community College

Program	Program Code	Academic Year 1985-86 Completers In Pool	1985-86 Number Placed	1985-86 Percent Placed	1986-87 Completers In Pool	1986-87 Number Placed	1986-87 Percent Placed	1987-88 Completers In Pool	1987-88 Number Placed	1987-88 Percent Placed	1988-89 Completers In Pool	1988-89 Number Placed	1988-89 Percent Placed	1989-90 Completers In Pool	1989-90 Number Placed	1989-90 Percent Placed
Air Conditioning Engineering Technology	52	7	5	71	7	5	71	8	5	63	5	5	100	0	0	0
Architectural Design and Construction	53	1	0	0	1	1	100	3	2	67	3	3	100	4	3	75
Aviation Maintenance Management	51	4	3	75	8	6	75	5	4	80	7	7	100	11	10	91
Building Construction Technology	64	4	1	25	5	3	60	4	2	50	0	0	0	4	4	100
Business Administration and Management	77	21	18	86	22	19	86	29	21	72	36	31	86	28	23	82
Child Development & Education	94	12	10	83	23	12	52	37	33	89	41	40	98	38	33	87
Civil Engineering Technology General	54	0	0	0	0	0	0	0	0	0	1	1	100	1	1	100
Computer Information System. Analysis	55	53	46	87	41	29	71	57	43	75	42	35	83	35	29	83
Computer Integrated Manufacturing	R4	0	0	0	1	1	100	0	0	0	2	2	100	1	1	100
Court Reporting	75	4	4	100	3	3	100	2	0	0	2	2	100	2	2	100
Criminal Justice Technology	84	7	6	86	20	13	65	14	11	79	11	10	91	6	5	83
Dental Hygiene	N4	38	37	97	47	36	77	40	40	100	45	45	100	30	30	100
Dental Technology	J8	0	0	0	0	0	0	0	0	0	1	1	100	1	1	100
Dietetic Technician Nutrition Care	K2	2	1	50	9	8	89	8	7	88	3	3	100	5	5	100
Drafting & Design Technology	65	2	1	50	5	4	80	0	0	0	0	0	0	0	0	0
Electrical Power Technology	70	0	0	0	0	0	0	1	1	100	1	1	100	0	0	0
Electroencephalographic Technology	P2	5	5	100	0	0	0	3	3	100	3	3	100	4	3	75
Electronics Technology	56	53	41	77	63	42	67	33	30	91	53	52	98	42	38	90
Fashion Marketing Management	58	3	2	67	7	5	71	6	5	83	8	7	88		4	100
Financial Services	R9	4	2	50	10	7	70	10	10	100	12	12	100	4	4	100
Fire Science Technology (Fire Fighting)	11	26	25	96	7	10	70	29	29	100	23	23	100	23	23	100
Funeral Service education	62	22	22	100	30	23	77	16	16	100	24	24	100	22	22	100
Graphics Arts Technology	57	6	3	50	4	3	75	4	4	100	5	5	100	1	1	100
Graphic Design Technology	R5	12	6	50	4	3	75	11	8	73	7	6	86	7	6	86
Health Care Management	L5	-	-	-	-	-	-	0	0	0	0	0	0	1	1	100
Hospitality Management	S7	5	4	80	5	4	80	4	3	75	7	7	100	3	3	100
Industrial Management Technology	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0
Interior Design Technology	87	17	12	71	11	10	91	6	2	33	8	8	100	18	18	100
Interpreter Training for Hearing Impaired	J7	2	4	50	8	7	88	0	0	0	2	2	100	4	4	100
Land Surveying	J1	0	0	0	0	0	0	0	0	0	0	0	0	2	2	100
Landscape Development	73	2	1	50	0	0	0	1	1	100	4	4	100	0	0	0

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Table 3
(continued)

Follow-up of Associate in Science Graduates
One-Year After Graduation for Programs Active in 1990-91
1985-86 Through 1990-91
Miami-Dade Community College

Program	Program Code	Academic Year 1985-86 Completers In Pool	1985-86 Number Placed	1985-86 Percent Placed	1986-87 Completers In Pool	1986-87 Number Placed	1986-87 Percent Placed	1987-88 Completers In Pool	1987-88 Number Placed	1987-88 Percent Placed	1988-89 Completers In Pool	1988-89 Number Placed	1988-89 Percent Placed	1989-90 Completers In Pool	1989-90 Number Placed	1989-90 Percent Placed
Legal Assistant Program	15	14	12	86	16	12	75	24	21	88	19	18	95	25	22	88
Medical Laboratory Technology	M9	17	17	100	23	17	74	14	14	100	20	20	100	15	14	93
Medical Record Technology	M3	15	12	80	6	2	33	20	19	95	14	14	100	11	10	91
Nursing-ADN	82	104	90	87	104	90	87	89	85	96	211	211	100	221	220	99
Office System Technology	L2	3	3	100	14	12	86	46	39	85	65	64	98	50	49	98
Photographic Technology	J5	0	0	0	2	1	50	2	2	100	3	3	100	6	5	83
Physical Therapist Assistant Technology	M7	29	26	90	29	21	72	36	33	92	24	24	100	40	40	100
Postal Management	J3	2	2	100	1	1	100	0	0	0	0	0	0	0	0	0
Professional Piloting Technician	K1	12	11	92	18	10	56	26	19	73	20	20	100	34	34	100
Radio-Television Broadcasting Technology	68	13	12	92	15	12	80	11	8	73	12	10	83	10	7	70
Radiologic Technology	N3	15	15	100	19	17	89	19	19	100	26	26	100	24	24	100
Respiratory Therapy Technology	N2	15	13	87	14	12	86	13	13	100	16	16	100	11	11	100
Travel and Tourism Management	X3	31	16	52	44	38	86	23	14	61	23	18	78	20	16	80
Vision Care/Opticianry	M6	31	28	90	24	18	75	29	28	97	27	26	96	24	21	88
Totals		613	516	84	670	517	77	683	594	87	836	809	97	792	749	95

Table 4

Summary Follow-up of Associate in Science
1989-90 Graduates
Miami-Dade Community College

	Program Code	Completers* Pool	Placement Status					
			Related Employment	Continuing Education	Unrelated Employment	Unknown* Status	Number Placed	Percent Placed
Air Conditioning Engineering Technology	52	0	0	0	0	2	0	-
Architectural Design and Construction	53	4	2	1	1	0	3	75
Aviation Maintenance Management	51	11	7	3	1	1	10	91
Building Construction Technology	64	4	3	1	0	1	4	100
Business Administration and Management	77	28	9	14	5	10	23	82
Child Development & Education	94	38	11	22	5	6	33	87
Civil Engineering Technology-General	54	1	0	1	0	0	1	100
Computer Information Systems Analysis	55	35	5	24	6	5	29	83
Computer Integrated Manufacturing	R4	1	0	1	0	0	1	100
Court Reporting	75	2	2	0	0	0	2	100
Criminal Justice Technology	84	6	3	2	1	1	5	83
Dental Hygiene	N4	30	24	6	0	1	30	100
Dental Technology	J8	1	0	1	0	0	1	100
Dietetic Technician-Nutrition Care	K2	5	2	3	0	0	5	100
Drafting & Design Technology	65	0	0	0	0	0	0	-
Electrical Power Technology	70	0	0	0	0	0	0	-
Electroencephalographic Technology	P2	4	3	0	1	0	3	75
Electronics Technology	56	42	14	24	4	6	38	90
Fashion Marketing Management	S8	4	0	4	0	0	4	100
Financial Services	R9	4	1	3	0	0	4	100
[illegible] Science Technology (Fire Fighting)	T1	23	21	2	0	1	23	100
Funeral Service Education	62	22	21	1	0	1	22	100
Graphics Arts Technology	57	1	0	1	0	0	1	100
Graphic Design Technology	R5	7	6	0	1	0	6	86
Health Care Management	L5	1	0	1	0	0	1	100
Hospitality Management	S7	3	2	1	0	0	3	100
Industrial Management Technology	L6	0	0	0	0	0	0	-
Interior Design Technology	87	18	10	8	0	2	18	100
Interpreter Training for Hearing Impaired	J7	4	2	2	0	0	4	100

*Students who could not be located were deleted from the Completers Pool beginning with 1989-90 graduates.

Table 4
(continued)

Summary Follow-up of Associate in Science
1989-90 Graduates
Miami-Dade Community College

	Program Code	Completers* Pool	Placement Status					
			Related Employment	Continuing Education	Unrelated Employment	Unknown* Status	Number Placed	Percent Placed
Land Surveying	J1	2	1	1	0	0	2	100
Landscape Development	73	0	0	0	0	0	0	-
Legal Assistant Program	T5	25	11	11	3	3	22	88
Medical Laboratory Technology	M9	15	10	4	1	3	14	93
Medical Record Technology	M3	11	5	5	1	1	10	91
Nursing-ADN	82	221	203	17	1	24	220	99
Office System Technology	L2	50	28	21	1	11	49	98
Photographic Technology	J5	6	4	1	1	0	5	83
Physical Therapist Assistant Technology	M7	40	30	10	0	1	40	100
Postal Management	J3	0	0	0	0	0	0	-
Professional Piloting Technician	K1	34	18	16	0	6	34	100
Radio-Television Broadcasting Technology	68	10	2	5	3	1	7	70
Radiologic Technology	M3	24	20	4	0	1	24	100
Respiratory Therapy Technology	M2	11	9	2	0	1	11	100
Travel and Tourism Management	K3	20	6	10	4	2	16	80
Vision Care/Opticianry	M6	24	8	13	3	3	21	88
Totals		792	503	246	43	94	749	95

*Students who could not be located were deleted from the Completers Pool beginning with 1989-90 graduates.

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Table 5

Associate in Science Placement Rates by Ethnicity:
1987-88 and 1989-90 Graduates
Miami-Dade Community College

College-Wide

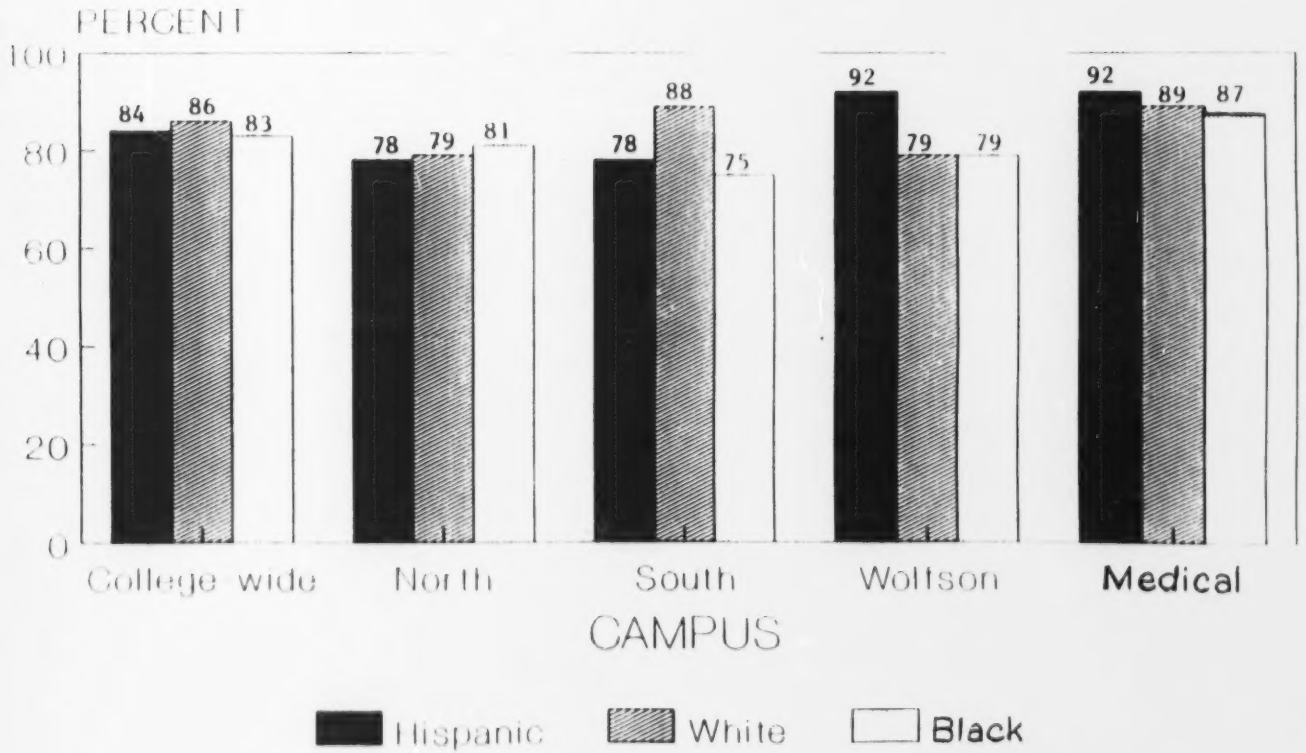
Categories	Hispanic		White Non-Hispanic		Black Non-Hispanic		Other		Placement Categories	
	Number	Percent of Category	Number	Percent of Category	Number	Percent of Category	Number	Percent of Category	Number	Percent of Category
					1987-88					
Employed Related	263	66	239	76	137	77	10	63	649	72
Employed Unrelated	24	6	12	4	7	4	1	6	44	5
Continuing Education	86	22	42	14	26	14	4	25	158	17
Unknown	23	6	20	6	9	5	1	6	53	6
Placement Pool	396	100	313	100	179	100	16	100	904	100
Percent Placement		88		90		91		88		89
					1989-90					
Employed Related	187	51	197	63	112	58	7	47	503	57
Employed Unrelated	19	5	13	4	11	6	0	-	43	5
Continuing Education	120	34	73	23	49	25	4	27	246	28
Unknown*	38	10	31	10	21	11	4	26	94	10
Placement Pool	364	100	314	100	193	100	15	100	886	100
Percent Placement		84		86		83		73		85

*Unknown status completers were deleted from the Completers Pool in placement rate calculations for State reports beginning with 1989-90 graduates.

Figure 2

Placement Rates of A.S. Graduates by Ethnicity and Campus

Miami-Dade Community College

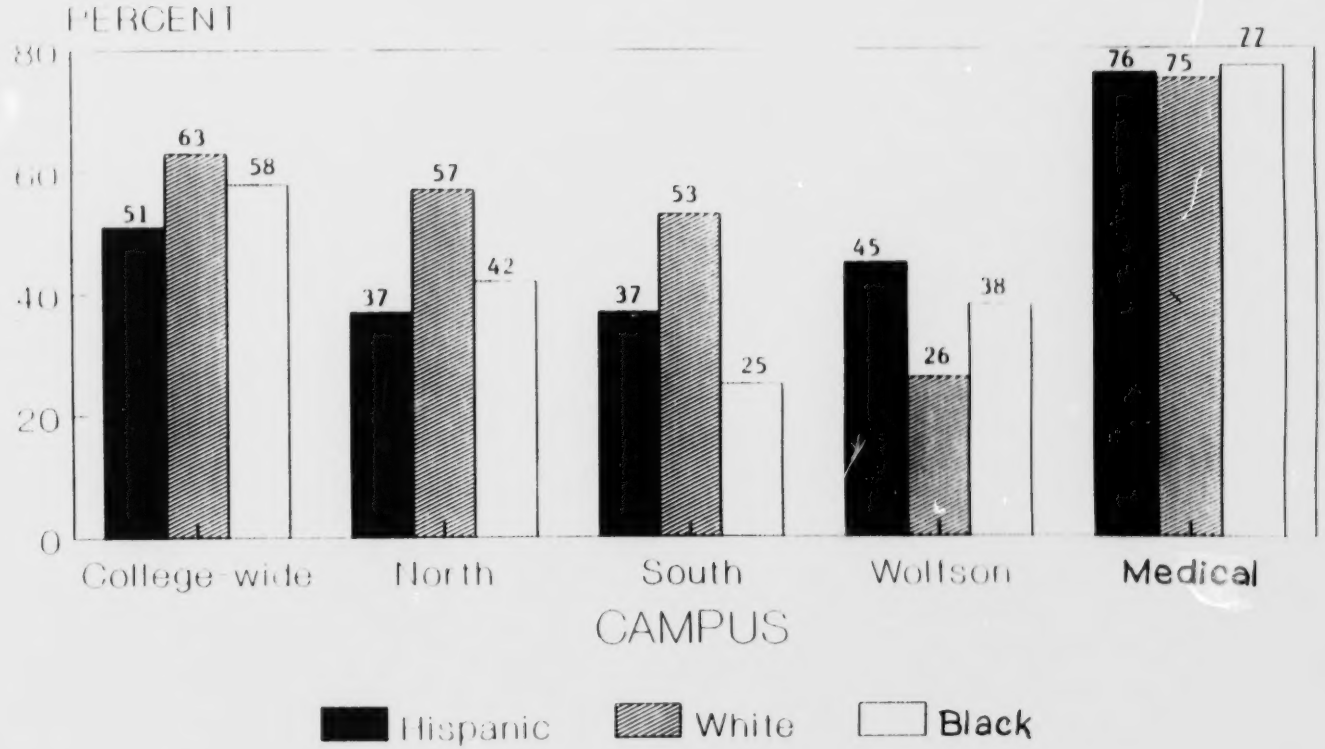


1989-90

Figure 3

Employment Rates of A.S. Graduates by Ethnicity and Campus

Miami-Dade Community College



1989-90 Graduates

Table 6

Associate in Science Placement Rates by Ethnicity:
1987-88 and 1989-90 Graduates
Miami-Dade Community College

North Campus

Categories	Hispanic		White Non-Hispanic		Black Non-Hispanic		Other		Placement Categories	
	Number	Percent of Category	Number	Percent of Category	Number	Percent of Category	Number	Percent of Category	Number	Percent of Category
					1987-88					
Employed Related	103	68	68	72	51	72	2	50	224	69
Employed Unrelated	12	8	6	6	3	4	1	25	22	7
Continuing Education	30	20	12	13	16	22	1	25	59	18
Unknown	7	4	8	9	4	2	0	-	19	6
Placement Pool	152	100	94	100	74	100	4	100	324	100
Percent Placement		88		85		91		75		87
					1989-90					
Employed Related	41	37	41	57	24	42	2	40	108	44
Employed Unrelated	10	9	5	7	6	10	0	-	21	9
Continuing Education	45	41	16	22	22	39	1	20	84	34
Unknown*	14	13	10	14	5	9	2	40	31	13
Placement Pool	110	100	72	100	57	100	5	100	244	100
Percent Placement		78		79		81		60		79

*Unknown status completers were deleted from the Completers Pool in placement rate calculations for State reports beginning with 1989-90 graduates.

Table 7

Associate in Science Placement Rates by Ethnicity:
1987-88 and 1989-90 Graduates
Miami-Dade Community College

South Campus

Categories	Hispanic		White Non-Hispanic		Black Non-Hispanic		Other		Placement Categories	
	Number	Percent of Category	Number	Percent of Category	Number	Percent of Category	Number	Percent of Category	Number	Percent of Category
				1987-88						
Employed Related	26	38	33	61	6	75	0	-	65	49
Employed Unrelated	9	13	1	2	0	-	0	-	10	7
Continuing Education	29	42	13	24	2	25	2	67	46	34
Unknown	5	7	7	13	0	-	1	33	13	10
Placement Pool	69	100	54	100	8	100	3	100	134	100
Percent Placement		80		85		100		67		83
				1989-90						
Employed Related	33	37	36	53	2	25	3	50	74	43
Employed Unrelated	4	4	5	7	0	-	0	-	9	5
Continuing Education	37	41	25	36	4	50	1	17	67	39
Unknown*	16	18	3	4	2	25	2	33	23	13
Placement Pool	90	100	69	100	8	100	6	100	173	100
Percent Placement		78		88		75		67		82

*Unknown status completers were deleted from the Completers Pool in placement rate calculations for State reports beginning with 1989-90 graduates.

Table 8

Associate in Science Placement Rates by Ethnicity:
1987-88 and 1989-90 Graduates
Miami-Dade Community College

Wolfson Campus

Categories	Hispanic		White Non-Hispanic		Black Non-Hispanic		Other		Placement Categories	
	Number	Percent of Category	Number	Percent of Category	Number	Percent of Category	Number	Percent of Category	Number	Percent of Category
					1987-88					
Employed Related	30	60	7	50	10	72	0	-	47	60
Employed Unrelated	3	6	3	21	1	7	0	-	7	9
Continuing Education	11	22	1	8	2	14	1	100	15	19
Unknown	6	12	3	21	1	7	0	-	10	12
Placement Pool	50	100	14	100	14	100	1	100	79	100
Percent Placement		82		57		86		100		79
					1989-90					
Employed Related	17	45	5	26	9	38	0	-	31	75
Employed Unrelated	1	3	1	5	4	17	0	-	6	2
Continuing Education	18	47	10	53	10	41	2	100	40	14
Unknown*	2	5	3	16	1	4	0	-	6	9
Placement Pool	38	100	19	100	24	100	2	100	83	100
Percent Placement		92		79		79		100		86

*Unknown status completers were deleted from the Completers Pool in placement rate calculations for State reports beginning with 1989-90 graduates.

Table 9

Associate in Science Placement Rates by Ethnicity:
1987-88 and 1989-90 Graduates
Miami-Dade Community College

Medical Center Campus

Categories	Hispanic		White Non-Hispanic		Black Non-Hispanic		Other		Placement Categories	
	Number	Percent of Category	Number	Percent of Category	Number	Percent of Category	Number	Percent of Category	Number	Percent of Category
				1987-88						
Employed Related	105	84	131	87	69	83	8	100	313	85
Employed Unrelated	0	-	2	1	3	4	0	-	5	2
Continuing Education	16	13	16	11	6	7	0	-	38	10
Unknown	4	3	2	1	5	6	0	-	11	3
Placement Pool	125	100	151	100	83	100	8	100	367	100
Percent Placement		97		97		90		100		96
				1989-90						
Employed Related	96	76	115	75	77	74	2	100	290	75
Employed Unrelated	4	3	2	1	1	1	0	-	7	2
Continuing Education	20	16	22	14	13	13	0	-	55	14
Unknown*	6	5	15	10	13	12	0	-	34	9
Placement Pool	126	100	154	100	104	100	2	100	386	100
Percent Placement		92		89		87		100		89

*Unknown status completers were deleted from the Completers Pool in placement rate calculations for State reports beginning with 1989-90 graduates.

Homestead Campus--no Data.

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Table 10

Summary Follow-up of Associate in Science
1989-90 Leavers
Miami-Dade Community College

	Program Code	Leavers* Pool	Placement Status				Number Placed	Percent Placed
			Related Employment	Continuing Education	Unrelated Employment	Unknown* Status		
Air Conditioning Engineering Technology	52	11	0	0	0	11	0	0
Architectural Design and Construction	53	9	0	0	8	1	0	0
Aviation Maintenance Management	51	11	0	1	10	0	1	9
Building Construction Technology	64	28	1	2	12	13	3	11
Business Administration and Management	77	258	0	18	165	75	18	7
Child Development & Education	94	63	12	5	26	20	17	27
Civil Engineering Technology-General	54	9	0	1	5	3	1	11
Computer Information Systems Analysis	55	162	7	14	97	44	21	13
Computer Integrated Manufacturing	R4	8	2	0	4	2	2	25
Court Reporting	75	43	1	5	20	17	6	14
Criminal Justice Technology	84	57	21	5	17	14	26	46
Dental Hygiene	H4	25	14	0	4	7	14	56
Dental Technology	J8	0	0	0	0	0	0	0
Dietetic Technician-Nutrition Care	K2	11	0	4	1	6	4	36
Drafting & Design Technology	65	7	0	0	5	2	0	0
Electrical Power Technology	70	4	0	0	3	1	0	0
Electroencephalographic Technology	P2	12	7	1	0	4	8	67
Electronics Technology	56	103	6	8	58	31	14	14
Fashion Marketing Management	S8	18	0	2	10	6	2	11
Financial Services	R9	23	0	1	14	8	1	4
Fire Science Technology (Fire Fighting)	T1	92	57	9	15	11	66	72
Funeral Service Education	62	23	9	1	5	8	10	43
Graphics Arts Technology	57	12	2	4	1	5	6	50
Graphic Design Technology	R5	13	0	2	8	3	2	15
Health Care Management	L5	113	35	21	31	26	56	50
Hospitality Management	S7	11	1	0	4	6	1	9
Industrial Management Technology	L6	1	0	0	1	0	0	0
Interior Design Technology	87	30	1	2	13	14	3	10
Interpreter Training for Hearing Impaired	J7	15	2	2	9	2	4	27

*Student who left the College in 1989-90 and whose status was unknown were deleted form the State Placement Pool but for internal use, unknowns are included.

Table 10
(continued)

Summary Follow-up of Associate in Science
1989-90 Leavers
Miami-Dade Community College

	Program Code	Leavers* Pool	Placement Status				Number Placed	Percent Placed
			Related Employment	Continuing Education	Unrelated Employment	Unknown* Status		
Land Surveying	J1	5	0	0	4	1	0	0
Landscape Development	73	7	1	0	2	4	1	14
Legal Assistant Program	T5	90	12	47	5	26	59	66
Medical Laboratory Technology	M9	19	4	6	5	4	10	53
Medical Record Technology	N3	17	10	2	0	5	12	71
Nursing-ADN	82	95	50	6	14	25	56	59
Office System Technology	L2	152	2	112	7	31	114	25
Photographic Technology	J5	17	0	4	7	6	4	24
Physical Therapist Assistant Technology	M7	4	0	2	1	1	2	50
Postal Management	J3	9	1	0	1	7	1	11
Professional Piloting Technician	K1	48	0	3	30	15	3	6
Radio-Television Broadcasting Technology	68	28	3	1	13	11	4	14
Radiologic Technology	N3	8	1	1	3	3	2	25
Respiratory Therapy Technology	N2	20	6	1	5	8	7	35
Travel and Tourism Management	K3	37	0	27	1	9	27	73
Vision Care/Opticianry	M6	24	5	11	2	6	16	67
Total Associate in Science Programs		1,752	273	331	646	502	604	34

*Students who left the College in 1989-90 and whose status was unknown were deleted form the State Placement Pool but for internal use, unknowns are included.

Results for Associate in Arts Programs

Tables 11-12 contain data for Associate in Arts programs. Table 11 presents a summary of enrollments, completions and placements for the Associate in Arts degree for the past eight years. Many changes occurred over the years for these data. The asterisks explain State rule modifications. Up through 1984-85, a student who declared a program was counted as an enrollee in that program. Because program enrollment by intent created a wide discrepancy between enrollments to graduations, Florida legislators questioned the extent to which community colleges were fulfilling the transfer mission. By 1985-86 a new definition of program enrollee was adopted. A program major is no longer self-declared, rather the A.A. program major must have accumulated 24 credit hours excluding college preparatory or ESL courses.

Because of the timing of data from reports needed by State legislators, the State in 1984-85 altered report terms from academic year to State report year. From there on, reports would cover Spring, Summer, Fall, then Winter (as 89-3, 89-4, 90-1, 90-2).

Beginning with the 1989-90 graduates, those graduates whose placement status was unknown were deleted from the total number of graduates in the follow-up pool. Thus, the Completers pool excludes both visa graduates and those graduates which the follow-up system could not locate. The 1990-91 Completers will be tracked next year; those of unknown status will then be deleted from the Completers pool.

Associate in Arts degree program enrollments have risen by 32% over the last six years (Table 11). Completions have been growing steadily since 1987-88. For the 3,038 1989-90 A.A. Completers shown, non-resident aliens were deleted, as were 374 graduates with unknown placement status.

Continuing education status of A.A. graduates is somewhat problematic. Beginning in 1987-88, the State counted A.A. graduates who returned to community colleges as

successful placements. Formerly, continuing education meant transfer to the State University System (SUS). This addition accounts for the sudden rise of percent continuing education. The contamination of SUS data admixed with community college data for continuing education renders these data unusable for determining the continuing education rates of either. However, it can be seen in the years prior to 1987-88 that approximately 49% of graduates transferred to a state university within one year of graduation from M-DCC.

Figure 4 demonstrates the continuing education rates for Associate in Arts graduates from M-DCC for the years 1983-84 through 1989-90.

Table 12 gives the 1990-91 College-wide enrollments and completions for each A.A. program. While A.A. data are reported to the State as an aggregate, students do declare majors at Miami-Dade. Recall that at least 24 college credits earned excluding ESL and College Preparatory courses are needed to be counted as a program enrollee. There were 24,047 students enrolled who met the definition of a program enrollee. Totals include seven retired programs for which program data were omitted. In 1990-91 4,053 students graduated with an A.A. degree.

There are 69 A.A. programs (including Pre-Bachelor of Arts degree). Of these programs, Business Administration is the largest A.A. program (5,748 or 24% of enrollments; 1,089 completions). The program with the second largest number of M-DCC A.A. enrollments is Teaching - Elementary Education (n=2,305 or 9.6%; 485 completions). Psychology is the third biggest (n=1,026 or 4.2% of enrollments; 241 completions). This is followed in fourth place by both Computer Science (n=782 or 3.2% enrollments; 88 completions) and Electrical Engineering (n=759 or 3.1% enrollments, 117 completions). With a few exceptions of other programs that are subdivisions to the aforementioned disciplines, all other programs have enrollments varying between 0% to less than 1%. The Pre-Bachelor of Arts degree had 3,827 or 10% of the A.A. students. It generally follows that those programs with the highest percent of enrollments have the highest percent of completions.

There were 11 A.A. programs with fewer than 20 students College-wide. They are Engineering Surveying, Forestry, Geology, Home Economics, Labor Management Relations, Landscape Architecture, Latin American Studies, Meteorology, Philosophy, Recreation, and Religion. All A.A. programs are offered on the North and South campuses. Wolfson Campus has all of them except Communications/Journalism Home Economics, and Travel & Tourist Management. Homestead Campus has all programs but one, Travel & Tourist Management.

There were four programs with zero completions. They are American Studies, Engineering - Survey/Mapping, Home Economics, and Religion. The 13 programs with fewer than five Completers are Agriculture, Architecture, Engineering - Ocean, Forestry, Geology, Human Services, Labor Management Relations, Landscape Architecture, Latin American Studies, Meteorology, Philosophy, and Religion.

Campus enrollment and completion data are adjacent to College-wide data in Table 12 and are left for the reader to examine.

Omitted from the tables (but reported to the State in aggregation) are data on Associate in Arts Leavers. Of the 3,378 students in the Leavers pool in 1989-90, 33% or 1,114 students continued their education somewhere in Florida.

Table 11

Summary of Enrollments, Completions, and Placements
Associate in Arts Degree
1983-84 Through 1990-91
Miami-Dade Community College

Report Year	Enrollment	Completers Pool	Continuing Education	Percent Continuing Education
1983-84	32,675	3,686	1,776	48.2
1984-85	31,759	2,819**	1,342	47.6
1985-86	16,330*	2,481	1,296	52.2
1986-87	17,549	2,738	1,322	48.3
1987-88	18,348	2,579	1,777	68.9***
1988-89	19,631	2,803	2,239	79.8
1989-90	23,050	3,038****	2,554	84.1
1990-91	24,047	3,830	----	----

*Program enrollment definition changed to A.A. declaration plus 24 credits earned excluding ESL and College Preparatory courses.

**Data reported to State of Florida by report year (Spring, Summer, Fall and Winter) instead of Academic year.

***State included return to community college in addition to university transfer.

****Unknown status graduates removed from pool beginning 1988-89; 1990-91 unknowns not yet identified.

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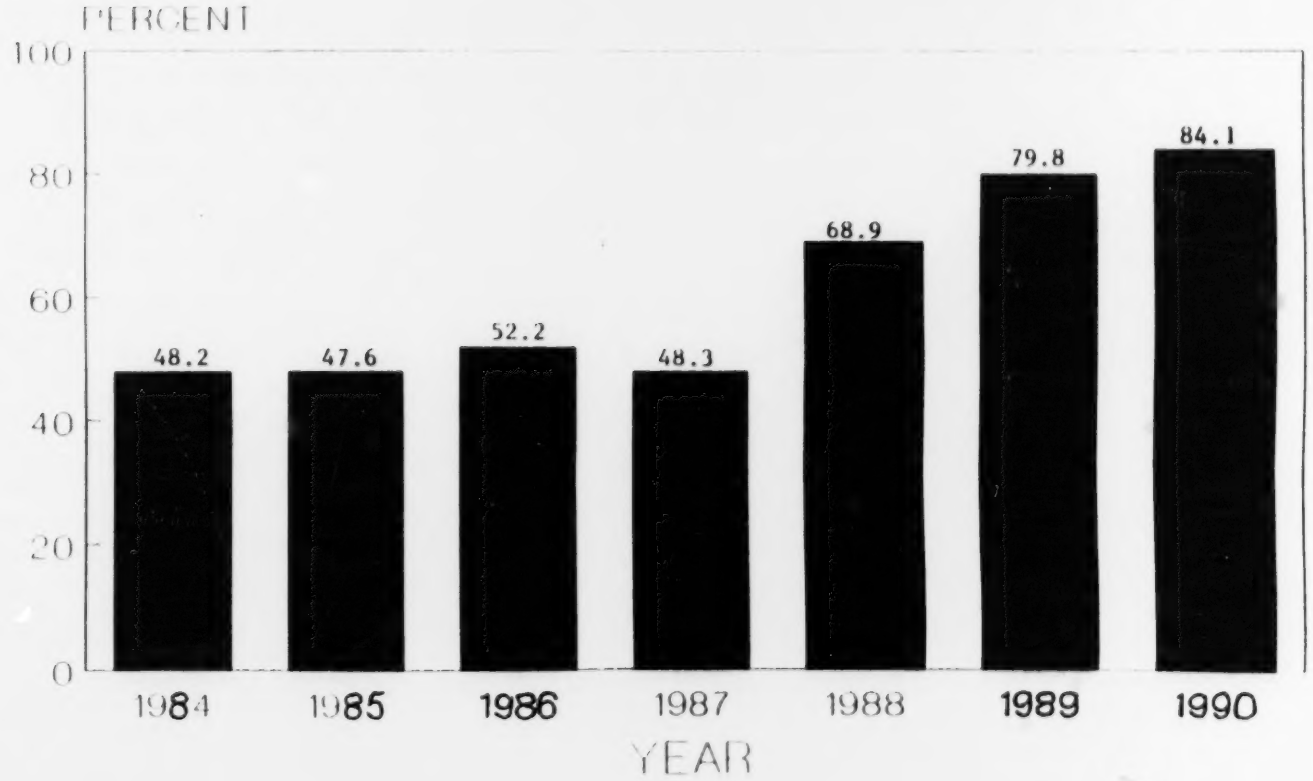
Figure 4

Continuing Education Rates for
Associate in Arts Graduates
Miami-Dade Community College



1983-84 Through 1989-90

Table 12

Associate in Arts Program* Enrollments and Completions by Program
1990-91
Miami-Dade Community College

Program Title	Program Code	College-Wide		Campus							
				North Campus		South Campus		Wolfson Campus		Homestead	
		Enrollment	Completion	Enrollment	Completion	Enrollment	Completion	Enrollment	Completion	Enrollment	Completion
Agriculture	01	21	3	9	2	8	1	3	0	1	0
American Studies	A9	1	0	-	0	1	0	-	0	-	0
Anthropology	A1	22	6	4	0	8	2	10	4	-	0
Architectural Engineering	27	47	4	17	1	20	2	10	1	-	0
Architecture	02	582	78	147	23	273	37	159	18	3	0
Art/Art Education	03	305	51	70	7	148	32	86	12	1	0
Biology	A2	179	24	60	8	74	8	39	7	5	0
Broadcasting	42	288	62	96	15	165	41	24	6	2	-
Building Construction	24	66	12	26	4	34	6	5	2	-	0
Business Administration	04	5,748	1,089	1,893	319	2,702	603	1,082	162	56	5
Business Data Processing	35	466	71	184	25	200	36	81	10	-	0
Chemistry	A3	61	10	19	5	23	2	17	3	-	0
Communications/Journalism	10	248	59	68	11	112	39	67	9	1	0
Computer Science	A4	782	88	240	25	313	36	222	27	5	0
Criminal Justice Administration	33	668	86	335	32	252	51	75	3	6	0
Dance	83	71	6	7	0	16	2	48	4	-	0
Dietetics	E1	57	8	13	2	25	5	17	1	1	0
Drama or Drama Education	05	130	11	36	3	35	4	57	4	2	0
Economics	06	111	27	41	9	48	13	22	5	-	0
Engineering - Ocean	25	44	2	17	1	15	1	13	0	1	0
Engineering - Chemical	C6	26	8	6	1	15	4	4	3	-	0
Engineering - Civil	B7	257	34	71	12	124	17	59	5	2	0
Engineering - Electrical	B9	759	117	307	47	333	52	110	18	8	0
Engineering - Industrial	C5	131	17	28	2	76	11	25	4	1	0
Engineering - Mechanical	B8	272	27	91	13	139	12	38	2	4	0
Engineering - Science	C7	66	9	20	2	37	5	9	2	-	0
Engineering - Surveying/Mapping	SP	0	0	-	0	-	0	-	0	-	0
English/Literature	B4	163	35	50	12	76	14	35	9	2	0
Fashion Design	B5	120	11	41	3	62	8	16	0	-	0
Fashion Merchandising	45	104	20	28	8	63	12	13	0	-	0
Forestry	08	15	2	7	0	8	2	-	-	-	-
Geology	A5	13	3	5	1	4	1	4	1	-	0
Graphic or Commercials	E6	142	22	47	10	74	9	21	3	-	0
History	A6	66	15	18	3	29	12	18	0	-	0

*Accumulated at least 24 college credits excluding College Preparatory and ESL courses.

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Table 12
(continued)

Associate in Arts Program* Enrollments and Completions by Program
1990-91
Miami-Dade Community College

Program Title	Program Code	College-Wide		Campus							
				North Campus		South Campus		Wolfson Campus		Homestead	
		Enrollment	Completion	Enrollment	Completion	Enrollment	Completion	Enrollment	Completion	Enrollment	Completion
Home Economics - General	31	3	0	1	0	2	0	-	-	-	-
Hotel/Motel Management	E4	191	41	44	7	94	20	51	14	2	0
Human Services	48	27	4	8	0	10	3	8	1	1	0
Interior Design	30	111	8	18	0	62	6	31	2	-	0
International Affairs	05	135	32	21	6	78	23	35	3	1	0
Labor Management Relations	LM	5	2	1	-	1	1	3	1	-	-
Landscape Architecture	29	19	2	6	0	11	2	2	0	-	0
Latin American Studies	34	4	1	-	0	2	1	2	0	-	0
Law	11	415	61	100	11	209	38	102	12	3	0
Mathematics	01	84	16	25	5	43	7	16	4	-	0
Medical Science/Dentistry	13	513	91	182	29	229	42	96	20	-	0
Medical Technology	14	72	14	22	5	36	9	10	0	2	0
Meteorology	A7	12	1	5	1	6	0	1	0	-	0
Music or Music Education	15	347	33	82	5	174	21	91	7	-	0
Nursing	16	495	46	204	20	151	20	62	4	7	0
Occupational Therapy	E2	59	6	19	2	30	4	8	0	1	0
Optometry	17	37	5	12	0	20	5	2	0	-	0
Pharmacy	18	254	32	106	12	82	11	55	7	1	0
Philosophy	08	15	3	4	2	5	1	6	0	-	0
Physical Education	38	230	29	78	11	116	14	30	4	3	0
Physical Therapy	23	314	37	89	11	151	19	57	5	1	0
Physics	02	24	3	3	0	11	3	10	0	-	0
Political Science	03	156	43	44	10	83	25	28	8	1	0
Pre-Bachelor of Arts	12	3,827	569	323	78	3,164	417	263	58	46	1
Psychology	26	1,026	241	285	54	514	145	213	41	9	0
Public Administration	AB	86	14	38	4	25	9	23	1	-	0
Recreation	39	13	2	5	1	7	1	1	0	-	0
Religion	09	4	0	2	0	1	0	-	0	1	0
Social Work	20	190	22	89	10	44	6	52	6	2	0
Sociology	04	46	8	12	1	20	4	13	3	1	0
Speech Communication	43	35	7	7	1	21	4	6	2	1	0
Teaching Elementary	21	2,305	485	685	117	1,202	295	379	70	33	1
Teaching Secondary	22	619	126	219	39	276	68	112	16	7	1
Travel and Tourism Management	E5	135	16	56	6	52	7	26	3	-	-
Veterinary Medicine	86	61	7	22	2	30	4	7	1	1	0
Total Active Programs		23,902	4,024	6,818	1,056	12,474	2,315	4,190	618	223	8
Total-All Programs**		24,047	4,053	6,864	1,067	12,559	2,332	4,302	619	223	8

*Accumulated at least 24 college credits excluding College Preparatory and ESL courses.
**Includes seven retired programs not listed in table.

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Appendix A:

Methodology for Placement Data Collection and Related Issues

Approximately one year after the date of graduation, the follow-up of former students is initiated. This lapse of time allows the student to either situate in the labor force or to continue educational endeavors. Follow-up begins by sending a demographic tape of Completers (graduates) and Leavers to the Division of Community Colleges in the State of Florida Department of Education. Demographic information include such basics as the student's name, social security number, race, gender, and program of study. The social security number of the student is matched against a number of state agency electronic files. These State supplied data, albeit critical, represent one of seven sources utilized in completing the "success status" tracking of former students. The mechanisms for data gathering include: 1) Florida Education and Training Placement Information Program tape, 2) visual determination, 3) postal survey, 4) Program Manager's efforts, 5) M-DCC IRS40 term tape, 6) Application for Graduation Survey/Job Placement Log data, and 7) telephone inquiry. The combined outcomes of these sources has placed all or nearly all programs above 70%. Most programs have success rates somewhere in the 90% range. A description of each of these mechanisms follows.

The Florida Education and Training Placement Information Program (FETPIP)

The first group of students to be tracked by the FETPIP system was the 1987-88 Completers. The FETPIP tape replaced the Feedback tape used prior to that year and has become an increasingly significant source for placement information. FETPIP consolidates data gathered on the State level from a diversity of sources. In addition to the Department of Commerce and Labor Unemployment Insurance file and the State University System file, FETPIP collects information from the files of the Department of Defense, Community College System, U.S. Postal Department, and U.S. Personnel Services. These sources in combination, accounted for approximately 63% of the positive placements of the 1989-90 M-DCC graduates.

Two deletion decisions nearly ensure successful placements for all programs for Completers from the State aggregated data base files. Those groups that were extremely difficult to locate (non-resident aliens and students of unknown status) were omitted from the follow-up system. This has had the effect of substantially increasing the positive placement rate. Since only a 70% placement rate is expected, it is likely that nearly all, if not all, of M-DCC's occupational programs will continue to place far above that percent.

The FETPIP tape with matched data added to it is returned to the colleges sometime in July. The tape undergoes scrutiny for readability and integrity by a College programmer. Assuming readability and no major tape specification errors, the Standard of Industrial Classification (SIC) code is then linked with M-DCC's occupational program codes. (This bridge was developed after intensive effort by Institutional Research in conjunction with department chairpersons of Associate in Science degree programs). The SIC/program code bridge indicates whether the former student is employed in a field related to College training.

Visual Determination

Aside from the bridge, other data also help to identify the relationship of job to training. The job title, industry title, and employer's name are, at times, useful in determining positive placements. These data are necessary because the SIC codes may be too broad to pinpoint a relationship. For example, if a Photographic Technology graduate is shown to be in an unrelated job due to employment in a department store, there is the possibility that there is a photography studio or a photographic department in the retail outlet. Visual examination of other aspects of the tape data may, indeed, indicate job relationship. If so, the SIC/program code status is over-ridden.

In other instances, students may have changed jobs during the quarters recorded in the tape file. Because duplicated records are removed, data are lost. Visual inspection, thus, allows identification of persons with multiple records as well as those whose jobs lack clear "bridge logic" definition.

Postal Survey

Postal surveys are no longer sent to the total population of vocational graduates. They are sent to only those who (after the above two mechanisms have been implemented) are still found to be in either unrelated employment or of unknown status. This has an advantage and a disadvantage. The advantage is that the amount of resources needed for the postal survey is reduced by approximately two-thirds. The disadvantage is that students must respond within approximately two weeks. Because of the timing of the multitude of sequential procedures that must be followed, deadlines for data inclusion must be established. After that specific date, "late" positive responses are omitted.

Program Manager

Concurrent to the postal survey, program managers are contacted to help with the tracking efforts. Again, only those students whose placement status are unsatisfactory are targeted for further follow-up. Program managers are given the names, social security numbers, telephone numbers, and present status of the student. The information needed by the State may pre-exist at the faculty or chair level. It may be necessary to contact the student. Information received is documented and added to the placement file.

A long-standing problem with this mechanism is in the timing set by the State. As cooperative as State officials are, the volume of their preliminary tasks leaves them little latitude to "choose" a time convenient for the colleges. Whether the request were made in May (as formerly) or in August (currently), managers may be between semesters, on leave, on vacation, etc. However diligent program managers are, it is not possible to obtain the information in a timely manner from all of them.

M-DCC Term Files

A substantial number of M-DCC graduates return directly to the College for additional credit coursework. Courses taken may be for transfer preparation, enhancement of employment opportunities, personal interest, etc. This is the second year that those graduates who returned to the community college were considered successful placements.

This, and to a lesser extent the FETPIP records from the other 27 community colleges, have substantially increased the percent of students continuing their education.

Still, the total number of students continuing their education may be under-reported. Miami-Dade A.A. graduates attend out-of-state universities and many of them attend local private universities. These graduates are not identified in the FETPIP tape. Because of the student's circumstances, postal surveys are not always responded to in a timely manner by the student.

A problem exists in the way these continuing education data are reported. No distinction is made on the State level between those continuing education in the State University System and those attending the community college. Data requests are often for those transferring to the university after receiving an associate degree. Returning as an A.A. graduate to the community college in order to take prerequisites for university courses may not necessarily be viewed by all as direct progress toward baccalaureate goals.

Survey of Applicants for Graduation/Job Placement Log

During the process of applying for graduation, students fill in the "Survey of Applicants for Graduation." The items in this survey are limited to the questions essential for determining the applicants job/continuing education status. The Job Placement Log is self-reported information gathered by either the job placement office or collected in the classroom of an occupational course. These data are batched into Adders files to be used, hierarchically, with the other data sources.

Telephone Survey

Many employer telephone numbers are found on the FETPIP tape. Oftentimes these numbers are given exclusively for the parent company or for the central office which is located somewhere in the nation. As many as twelve long-distance phone calls have been made on behalf of a specific student to verify information for programs on the endangered list. Because of the time/cost factor, this source is reserved for only those cases where positive results for a marginal program could not be obtained from any other source.

Appendix B:

Levels of the Program Review Process

The State of Florida Program Review process operates on a three year cycle. The phases of the cycle are denoted as Level I, Level II, and Level III. This cycle allows a particular program to be reviewed once in three years. Programs identified to have fallen below the 70% State criteria for program success are subject to a Level I program review. Should the same program fail to attain standard the second consecutive year, an intensive evaluation - Level 2 - is conducted. At the Level 3 review, the program is terminated for lack of compliance to minimum standards three years consecutively.

Level I Program Review

Programs failing to meet the 70% criterion set by the State for successful placement of Completers are subject to the Level 1 program review. Programs that do not achieve at least a 60% placement rate are automatically reviewed. At this stage, a two-pronged in-depth analysis occurs: 1) Preparation of the MLPIP (Modified Local Program Improvement Plan) and 2) a formal Level I Program Performance Review. The MLPIP requires data for the past four years on placement rates. The statement of the problem with corresponding alternative solutions are offered by program chairpersons. Implementation strategies and outcomes from this plan of action are detailed. Level I review takes place on the local level.

The document for the Level I Program Performance Review profiles program characteristics. Data include annual program enrollments, placement rates for Completers and Leavers for the past three years; credit/semester hour accounting, direct costs, discipline, ethnicity, and gender information. Ten indices (F-1 through F-10) compare standards with performance outcomes. Indicators that vary from the prescribed parameters are flagged with an "X" (Tally of Flags). A few of the indices are headcount of at least 15, completion index not less than 5% of enrollments, and cost of equipment. Flags show outcomes that deviate from parameters, but these deviations do not necessarily reflect negative performance. A holistic perspective is given for the program.

Level II Program Review

Level II is initiated with a display of deviations from expectation. This is essentially a checklist of flags that show variance from the predetermined standards in the Level I Tally of Flags. Notice is given by the State of the method of review for the program in question. The review takes place at the local site. This review is a written probing inquiry of program managers by state officials. Facts desired in this review regard goals of the program and specific job entry competencies for its graduates. Program managers are expected to supply data concerning the status of the local job market for these graduates together with trends on the local, regional, state, and national scene. Estimates of future potential for the field are required. Performance data for the previous three years, full-time/part-time faculty ratios, equipment, resources, and program offerings are considered in determining program viability. Program managers analyze the program for strengths and weaknesses. A program that reaches the Level II stage is a potential candidate for a Level III review and so the scheduling for reviews is coordinated.

Level III Program Review

At this stage of the review process, the program under question has failed for three successive years to meet the State criterion of a minimum 70% positive placement of program graduates. Specific data outlined for the first two levels have been amassed and evaluated. Intensive efforts at the local level have been made to improve the program. The program at the Level III stage is subject to program defunding. Aside from the programs identified for Level III review, other programs of particular legislative interest and relevance may also be scrutinized at this point.

In a period of severe revenue shortfall, defunding due to negative review may be merely an academic issue; funding cutbacks have widespread effects and may also adversely impact fully viable and essential programs.